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ABSTRACT

To assess the impact of the Follow Through program in Prince George's County, Maryland, data from five sources were collected and compiled. Participating kindergarten and first grade teachers submitted test scores from two readiness measures administered on a pre- and posttest basis for the children involved. Reports from specialized personnel indicate the kind and quantity of services provided: the psychologist, who was employed on a part-time basis, evaluated sixteen children and initiated evaluation procedures for six children; the social workers rendered services to benefit 1,848 persons; school health workers attempted to meet the needs of 226 children through screening tests, referrals and an immunization program; parent helpers described weekly classes and activities which were geared to advancing parents' personal, school, and community interests. Parent program content and parent attendance records are separately listed. A list of field trips and visitations in which parents participated is also provided. Children's gains in readiness were indicated by test scores on both test instruments. Total program effects were deemed beneficial and four recommendations for improving future programs are made. (WY)

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EVALUATION OF FOLLOW THROUGH

1968 - 1969

PS003431

Board of Education
Prince George's County
Upper Marlboro, Maryland

William S. Schmidt, Superintendent

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FOLLOW THROUGH PROGRAM - 1968-1969

INTRODUCTION

In evaluating Follow Through, data were collected in order to assess the degree to which the objectives of the Program were met. The specific objectives that this Project was designed to meet were as follows:

- To develop the ability to listen discriminatively to the standard language of the culture and thereby have more confidence that one has heard correctly.

- To improve the ability to speak the standard language clearly and fluently, facilitating interpersonal communication and allowing richer expression of one's feelings. This should be done without jeopardizing his comfort in his own dialect.

- To develop reading skills, such as word recognition, word analysis, and comprehension, as basis for deriving greater enjoyment from reading books in areas of one's special interests.

- To develop small muscles in order to write legibly.

- To provide an individualized instructional program adjusted to the level of ability of the child, in order to increase his productivity, self-expression and self-confidence.

- To provide a continuous inservice program for all team members. Parents will have an educational program planned also as part of the program for parent participation.

- To provide the necessary medical services, diagnosis and treatment necessary to promote the child's educational and emotional development.

- To provide an on-going health program that will give the child the knowledge of how to care for his own physical and nutritional needs.

In the fall of 1968, proposed procedures for evaluating the effectiveness of the Project were discussed with the Coordinator and members of the Project Staff.

In conducting the evaluation, there was an organized collecting of data related to the objectives of the Program by the Project Staff. Analyses of the data were made, and the conclusions were drawn with reference to the degree to which the objectives were achieved. Upon the basis of the conclusions drawn from the evaluation, recommendations were made.

INSTRUMENTS EMPLOYED

In gathering data, a number of instruments and techniques was employed by the Project Staff.

Instruments utilized in the evaluation were as follows:

Lee-Clark Reading Readiness Test - predicts a child's ability to learn to read. The test yields a total score and three part scores: Part I, Letter Symbols (Tests 1 and 2); Part II, Concepts (Test 3); Part III, Word Symbols (Test 4).

Test 1 measures the child's ability to discern similarities in letter forms.

Test 2 measures the child's ability to perceive differences in letter forms.

Test 3 measures each pupil's oral vocabulary, his understanding of concepts, his ability to follow directions and his knowledge of meanings.

Test 4 measures the child's ability to recognize both similarities and differences in letter and word formation, from the most simple type of gross difference to complex and minute variations.

Metropolitan Readiness Tests - consist of six subtests: Test 1, Word Meaning; Test 2, Listening; Test 3, Matching; Test 4, Alphabet; Test 5, Numbers; Test 6, Copying.

Test 1 measures the child's store of verbal concepts.

Test 2 strives to tap the child's ability to comprehend phrases and sentences.

Test 3 seeks to get at visual-perceptual skills akin to those involved in discriminating word forms in beginning reading.

Test 4 gets at the child's ability to recognize letters of the alphabet when these are spoken by the examiner.

Test 5 is an inventory of the child's stock of number concepts, number knowledge, ability to manipulate quantitative relationships, recognition of an ability to produce number symbols, and related knowledge, such as concepts of money.

Test 6 is the test in which the child manifests a combination of visual perception and motor control similar to what is called for in learning handwriting.

DESIGN AND PROCEDURES OF THE EVALUATION

In August and September of 1968, the Coordinator conducted a series of meetings with the members of the Project Staff to review the objectives of the Program and to discuss evaluation procedures that gave the most promise of assessing the impact of the Follow Through Program upon the child and the adult participants.

Following the series of evaluation meetings, the specialized personnel with the Program began collecting data which attempted to assess the impact of the specialized services upon the participants.

Each of the kindergarten and first grade teachers with the Program administered the pre-tests to each of their respective classes in December of 1968. One of the pre-tests, however, was administered to the first grade classes by their classroom teachers in September of 1968 as it was a part of the over-all County Testing Program, in addition to being one of the instruments selected for evaluating the Follow Through Program. The post-tests were administered in the late spring of 1969.

TESTING PROGRAM

Selection of the Lee-Clark Reading Readiness Test and the Metropolitan Readiness Tests was based upon the tests employed in the National Evaluation of Project Follow Through.

The Stanford Research Institute, Stanford University, was awarded the contract by the United States Office of Education for conducting a longitudinal evaluation of the National Follow Through Program. For those Follow Through Projects which had not been included in the sample for intensive study by the Stanford Research Institute, test materials were made available to the Projects by the Institute.

METHODS AND PROCEDURES

In December of 1968, the coordinator of the Follow Through Program conducted a staff meeting to discuss the testing program.

In December of 1968, Form A of the Metropolitan Readiness Tests was administered to the kindergarten classes. In September of 1968, the same test was administered to the first grade classes as it was a part of the total County Testing Program. Also in December of 1968, the Lee-Clark Reading Readiness Test was administered to the kindergarten and the first grade classes. In June of 1969, the Metropolitan Readiness Tests and the Lee-Clark Reading Readiness Test were administered to the kindergarten and the first grade classes. For both the pre- and the post-testing sessions, the tests were administered to the children by their classroom teacher.

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With the exception of those children who were absent from school on the pre-testing and/or post-testing days, all children in the kindergarten and the first grade classes had been tested in both testing sessions.

Mean raw scores were computed for each grade level on both of the tests. Also, mean change scores were computed for each grade level.

FINDINGS

The mean raw scores and grade placement equivalent from pre- to post-test scores on the Lee-Clark Reading Readiness Test of children in the kindergarten classes are illustrated in Figure 1.

The mean raw scores and grade placement equivalent from pre- to post-test scores on the Lee-Clark Reading Readiness Test of children in the first grade classes are illustrated in Figure 2.

The mean raw scores and percentile ranks from pre- to post-test scores on the Metropolitan Readiness Tests of children in the kindergarten classes are illustrated in Figure 3.

The mean raw scores and percentile ranks from pre- to post-test scores on the Metropolitan Readiness Tests of children in the first grade classes are illustrated in Figure 4.

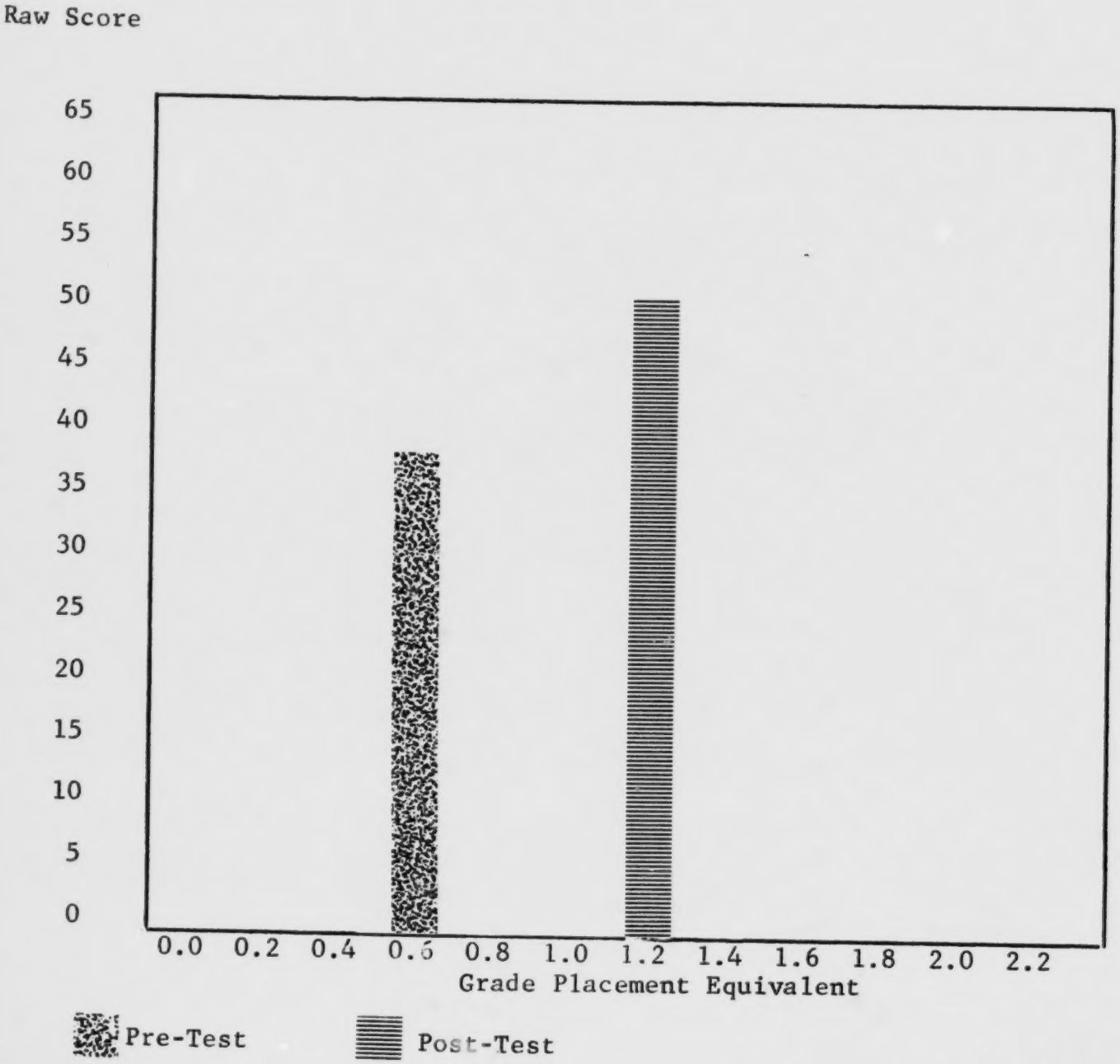

Fig.1 -- Mean Raw Scores and Grade Placement Equivalent from Pre- to Post-Test Scores on the Lee-Clark Reading Readiness Test of Children in the Kindergarten Classes in the 1968-1969 Follow Through Program. (Testing interval of 5 months.)

The graph in Figure 1 illustrates that the kindergarten group advanced on the average from a readiness grade equivalent of 0.6 on the pre-test to a readiness grade equivalent of 1.2 on the post-test.

The group advanced on the average from a "low average" reading readiness range on the pre-test which was administered in December of 1968 to a "high average" reading readiness range on the post-test which was administered in the spring of 1969.

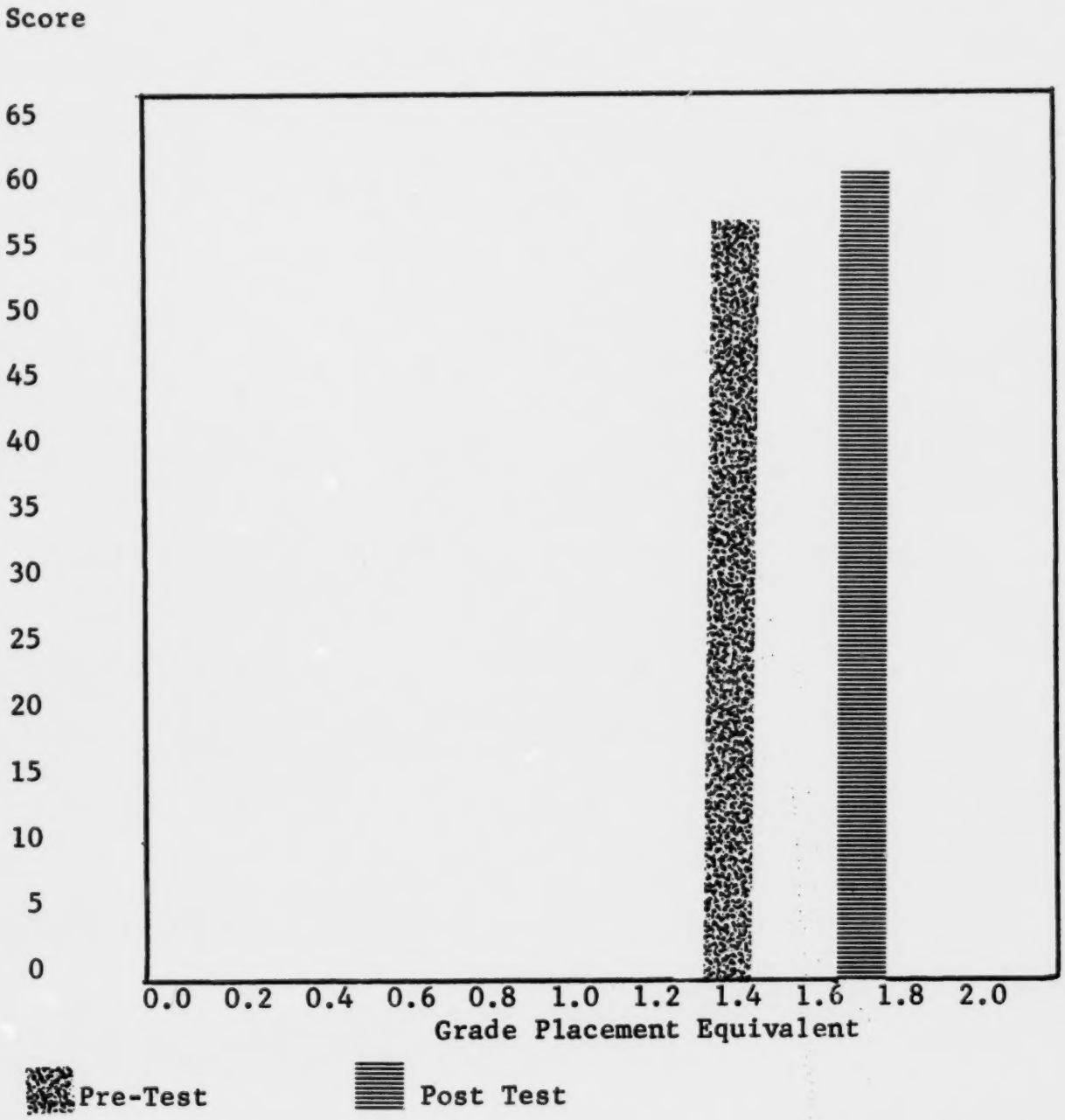

Fig. 2 -- Mean Raw Scores and Grade Placement Equivalent from Pre- to Post-Test Scores on the Lee-Clark Reading Readiness Test of Children in the First Grade Classes in the 1968-1969 Follow Through Program. (Testing interval of 5 months.)

The graph in Figure 2 illustrates that the first grade group advanced on the average from a readiness grade equivalent of 1.4 on the pre-test to a readiness grade equivalent of 1.7 on the post-test.

The group advanced on the average from a "high average" reading readiness range on the pre-test which was administered in December of 1968 to a "high" reading readiness range on the post-test which was administered in the spring of 1969.

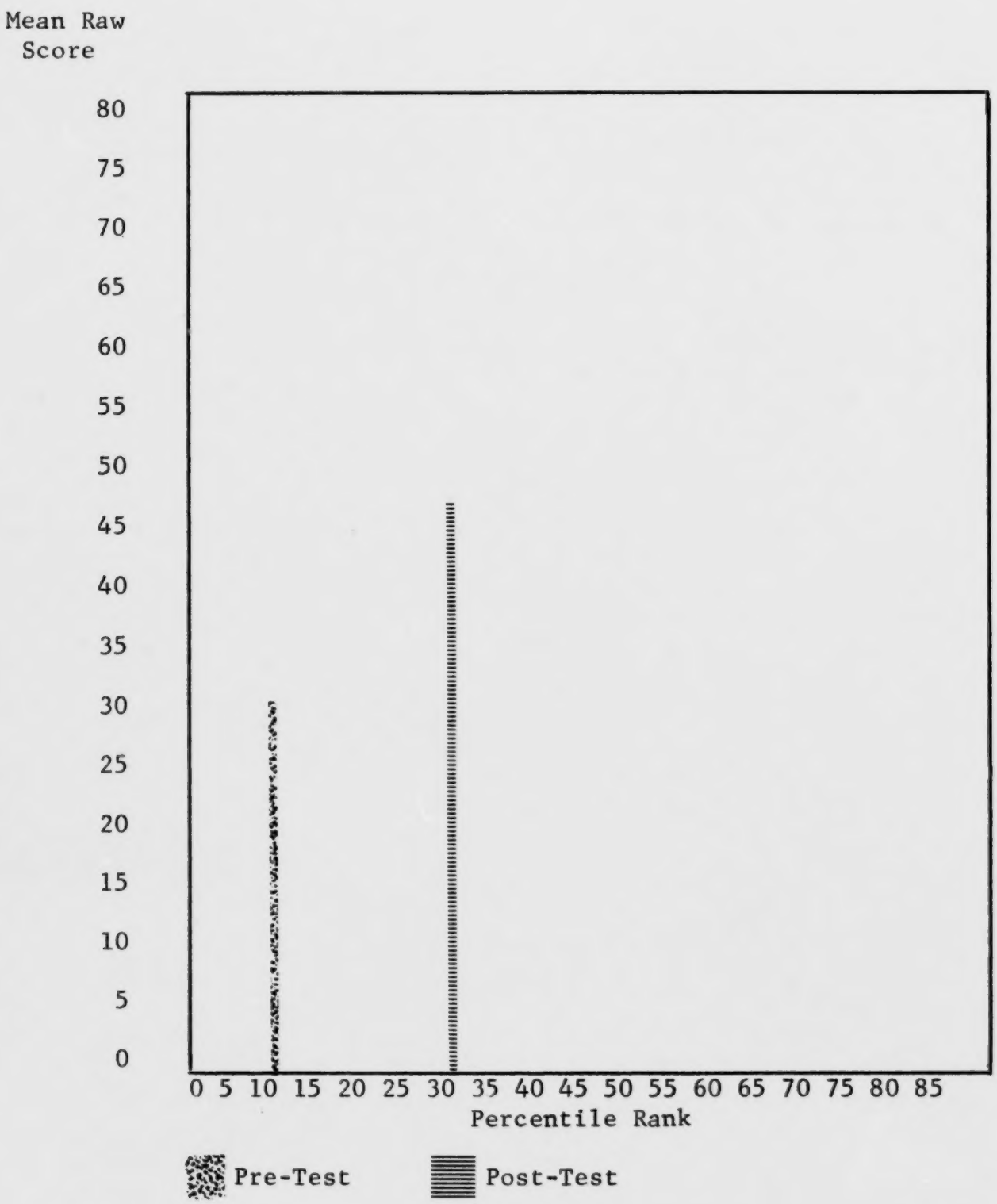

Fig.3 -- Mean Raw Scores and Percentile Ranks from Pre- to Post-Test Scores on the Metropolitan Readiness Tests of Children in the Kindergarten Classes in the 1968-1969 Follow Through Program. (Testing interval of 5 months.)

The graph in Figure 3 illustrates that the kindergarten group advanced from the 11th percentile rank on the pre-test which was administered in December of 1968 to the 31st percentile rank on the post-test which was administered in the spring of 1969.

The kindergarten group advanced on the average from a "low normal" readiness status on the pre-test to an "average" readiness status on the post-test.

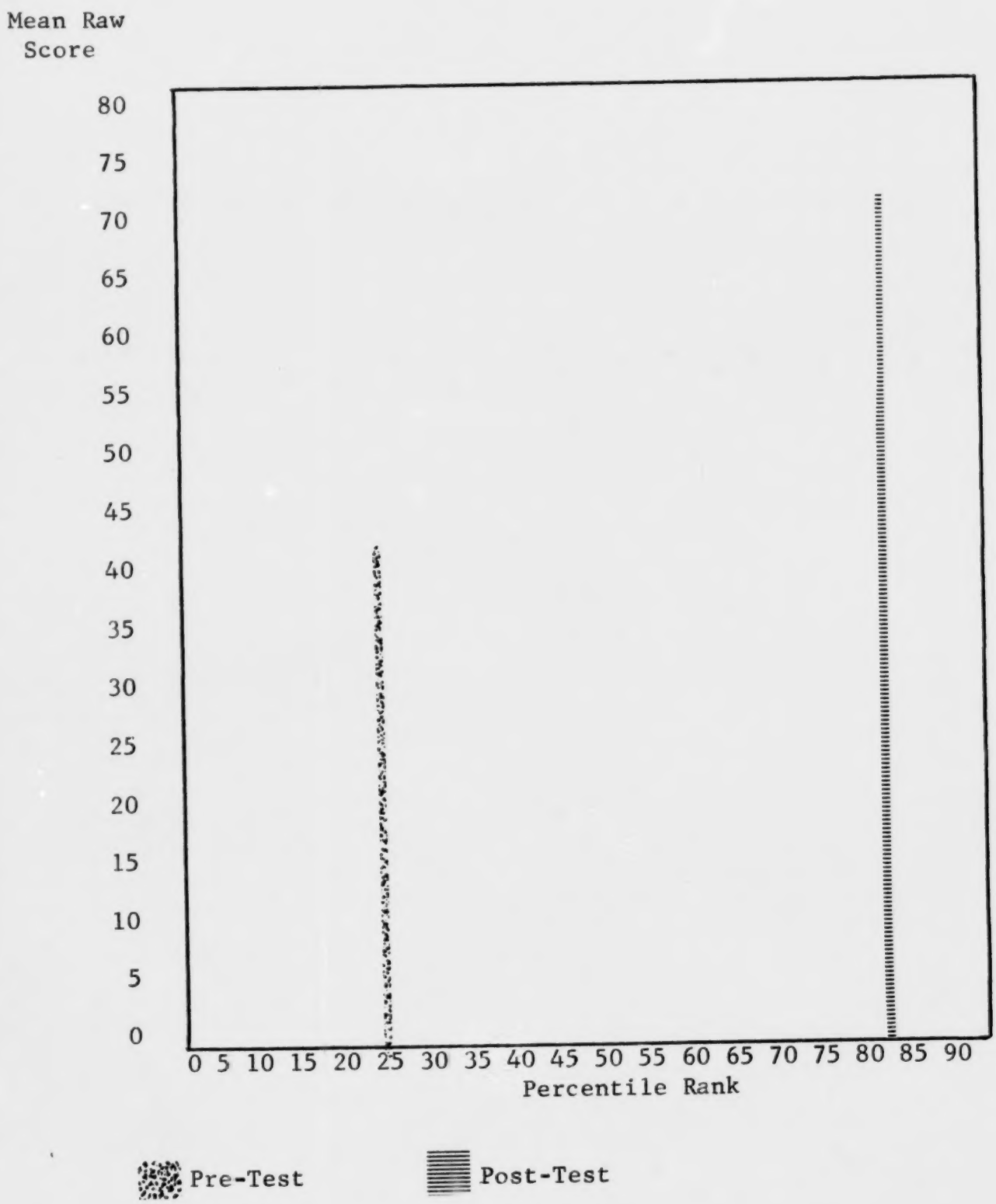

Fig.4 -- Mean Raw Scores and Percentile Ranks from Pre- to Post-Test Scores on the Metropolitan Readiness Tests of Children in the First Grade Classes in the 1968-1969 Follow Through Program. (Testing interval of 9 months.)

The graph in Figure 4 illustrates that the first grade group advanced from the 25th percentile rank on the pre-test which was administered in September of 1968 to the 83rd percentile rank on the post-test which was administered in the spring of 1969.

The first grade group advanced on the average from a "low normal" readiness status on the pre-test to a "high normal" readiness status on the post-test.

CONCLUSIONS

In summation, on the Lee-Clark Reading Readiness Test, the kindergarten group advanced on the average from a "low average" reading readiness range on the pre-test which was administered in December of 1968 to a "high average" reading readiness range on the post-test which was administered in the spring of 1969. In addition, on the Metropolitan Readiness Tests, the kindergarten group advanced on the average from a "low normal" readiness status on the pre-test to an "average" readiness status on the post-test.

On the Lee-Clark Reading Readiness Test, the first grade group advanced on the average from a "high average" reading readiness range on the pre-test which was administered in December of 1968 to a "high" reading readiness range on the post-test which was administered in the spring of 1969. In addition, on the Metropolitan Readiness Tests, the first grade group advanced on the average from a "low normal" readiness status on the pre-test to a "high normal" readiness status on the post-test.

PSYCHOLOGICAL SERVICES

The psychologist was employed on a part-time basis. During the 1968-1969 school year, the services provided by the psychologist to the children, their parents and the staff of the Follow Through Program included the following:

- Observation of children in the classroom
- Screening of children
- Referral of children for evaluation
- Resource person regarding child development and behavior
- Participation in teacher, parent and staff meetings and conferences and meetings of various psychological associations
- Research regarding community resources
- Consultations with specialized personnel

During the 1968-1969 school year, 16 children were evaluated, and evaluation procedures were initiated for 6 children. The 6 children shall be followed up early in the 1969-1970 school year. Of the 16 children evaluated, 9 were recommended for the special education program. At the conclusion of the 1968-1969 school year, 3 of the 9 children had been placed in special education classes.

SOCIAL SERVICES

The role of the social workers in the Follow Through Program was to serve as liaison between the home and the school in attempting to meet the needs of the educationally deprived child. The social workers visited the family and evaluated the social factors which determined the procedure to be taken toward the solution of the particular problem. A social diagnosis was made, and family counseling and casework services were provided when necessary.

The problems around which casework centered included the following:

Family Counseling

Home conditions were a contributing factor in the inability of the child to progress satisfactorily in school. The reasons for this included lack of motivation, unemployment, inadequate housing, lack of household furnishings, poor nutrition, lack of utilities such as, fuel for cooking and heating, electricity, inadequate and/or lack of water facilities and overcrowdedness.

In a few cases, problems related to home conditions necessitated intensive counseling with the family. This included familiarizing the parents with resources related to home improvement, unemployment agencies, food stamp programs, public health facilities, low-cost home furnishings, etc.

In addition to meeting the immediate needs of the child, the social workers contributed to effecting positive changes in attitudes and motivation within the home and the community.

A concerted effort was made to help parents recognize the importance of education for their children even though many of them had been deprived

of this opportunity themselves.

Emotional Problems

Children were referred for assistance in dealing with emotional problems. This was related to such problems as child neglect, alcoholic parents, emotionally disturbed parents, teacher and disturbed child relationship, peer group relationships and low achievement.

The social workers provided counseling to the parents in order to assist them in gaining a better understanding of the emotional needs of the child and of the vital role of the home environment in affecting the educational and social development of the child.

In the process of performing these duties, the social workers worked individually and with other mental health professionals and agencies regarding the cases.

Upon request by the psychological staff, complete social summaries were made available as part of the psychological evaluation. Social workers also completed social summaries on children with special problems who required more intensive counseling or referral to other agencies.

Often, consultation with the psychologist was necessary to formulate plans to decide the most positive approach to the problem. The social workers usually scheduled and participated in the consultation conferences with the parent and the psychologist for the interpretation of psychological data and for the evaluation of the follow-up procedure.

Frequently, conferences were held with the social workers, the teacher and the principal in an attempt to discuss related background information in order to help the school staff better understand and work more effectively with the child in the classroom.

Medical Problems

Children were referred for various medical problems which included

vision, hearing, speech, dental, general health, immunizations and psychiatric, neurological evaluations.

The parents were encouraged to seek professional care for any medical problems identified by the school. If they were unable to obtain the necessary evaluation and treatment, the social workers assisted in this area. This assistance included providing transportation, arranging financial assistance, making clinical appointments, contacting private physicians, obtaining prescribed medications, obtaining medical information, assisting in securing medical care cards, and providing other services designed for the advancement of the health and the welfare of the child and the family.

Attendance Problems

Children were referred for attendance problems which were related to transportation difficulties, poor grooming, medical problems, inadequate clothing, poor nutrition, poor social and/or school adjustment and lack of family motivation.

If attendance problems necessitated home visits, assistance was provided to care for these needs.

The social workers worked closely with the pupil personnel worker, the parent helper, the schools and other agencies. If the attendance problem persisted, it was referred to the pupil personnel worker.

Other Responsibilities

The social workers spent considerable time in initiating contacts with other agencies in an attempt to utilize as many resources as possible for the well-being of the child and the family.

The social workers actively were involved in staff and school conferences regarding the welfare of the child.

The social workers maintained continuous contacts with the parent helpers on an individual and on a group basis in order to provide co-ordination of services.

The social workers met individually with various mental health professionals in order to formulate plans for treatment designed to assist in the understanding and planning for the child.

TYPES OF SOCIAL SERVICES

The types of social services rendered to children and to parents of the Follow Through Program are illustrated in Table 1.

TABLE 1.-- The Types of Social Services Rendered to Children and to Parents and the Number of Persons Receiving the Services During the 1968-1969 School Year

Type of Social Service	Number Receiving the Service
Home visits	382
Casework services	338
Clothing:	
new	170
used	74
Nutrition:	
free school meals	19
emergency food	9
food stamps	12
Medical:	
dental	3
clinic visits	17
vision	10
hearing	-
general health	6
Psychological follow-up	18
Transportation:	
arranging transportation	20
transporting	47
Contacting other agencies	183
Teacher-principal conferences	160
Building conferences	14
Other meetings	26
New children	87
Continued service	253
Total	1,848

The major types of social services rendered to the children and the parents of the Follow Through Program included the following: making visits to the homes of needy families, distributing new and used articles of clothing, participating in teacher-principal conferences, and contacting other County agencies to assist needy families in the Program Area.

MEDICAL PROGRAM FOR THE 1968-1969 FOLLOW THROUGH PROGRAM

The established school health program was complemented by additional services and procedures in order to give optimum health service and to meet the particular needs of each child and family in the Follow Through Program.

A public health nurse was assigned to each school in the Program in order to assist school personnel in finding solutions to health problems of the children and their families. Unfortunately, this coverage was limited. The problem of lack of adequate coverage had been discussed with the County Health Department personnel, and assurances had been given for improvement in this area next year.

The dental program and screening tests, with the exception of TB testing, were conducted by school personnel. The TB Tine testing was offered routinely by the County Health Department to all first graders in the public schools of Prince George's County.

Special considerations were necessary for conducting physical examinations of the children in the Program. It necessitated cooperation and planning with the County Health Department. Delays were encountered; it was June and near the end of the school year before clinics could be scheduled. Because of the late date, it was impossible to schedule the children in one of the Project schools. However, these children will be examined early in the next school year. Needed immunizations were given at the physical examination clinics.

The public health nurses who collected the referrals on the children

tested will follow through with them. These referrals included immunizations, and these will be completed early in the fall.

In compiling final figures, the counts were made only upon the children enrolled at the close of the Program, a total of 226. The health records indicated that throughout the year there were 22 withdrawals from the Program and 32 new entrants.

REFERRALS

Referrals for treatment of medical problems came from various sources. The largest number of referrals were made as a result of the physical examination clinics which were conducted late in the school year. Other referrals came from observations which were made by teachers and other personnel working in the Program such as the screening technicians, the speech therapist and the psychologist. At the clinic, 119 Follow Through children received their physical examinations. The number and the types of health problems and the follow-up treatment are illustrated in Table 2.

TABLE 2.-- The Number and the Types of Health Problems and the Follow-Up Treatment of Health Problems of Children in the Follow Through Program

Health Problem	Number of Children with Problem Detected	Number of Children Evaluated and Treated	Number of Children Requiring Follow-Up
Orthopedic	3		3
Acute bronchitis	1	1	
Impetigo	2	2	
Mole needing removal	1		1
Cardiac evaluation	1		1
Tongue Tied	1		1
Urine (protein positive)	1	1	
Circumcision	1		1
Frequent urination	1	1	
Behavior problem with history of chronic liver infection	1	1	
Speech impediment	1	1	
Total	14	7	7

Of the 119 children receiving physical examinations at the physical examination clinic, 14 of the children had medical problems. Of the 14 children, 7 completed the necessary evaluation and treatment; 7 children still require treatment and/or follow-up.

HEALTH SCREENING EXAMINATIONS

The health screening examinations which were conducted during the 1968-1969 school year are illustrated in Table 3.

TABLE 3.-- The Number of Children Tested, the Number with Abnormal Testing Results, the Number Completely Evaluated and Treated and the Number Still Requiring Follow-Up

Category	Number Tested	Number Abnormal Tests	Number Evaluated and Treated	Number Requiring Follow-Up
Tuberculin	62			
Hearing	193	3	2	1
Vision	192	6	4	2
Urine	119	1	1	

The tuberculin tests were administered by the County Health Department which used the TB Tine Test. Only first graders with signed parent permission were included in the testing program.

The vision and hearing screening tests were administered by trained technicians with the Board of Education. All children in the Program were eligible. Those children who were not tested were absent from school on the day of testing. Whenever possible, new entrants were tested; however, because of busy schedules, most of the technicians did not have time to reschedule school visits.

The urine tests were administered prior to the medical evaluations on those children whose parents gave permission for the school physical examination.

Findings

Of the 62 children receiving the tuberculin test, there were no abnormal tests. Of the 193 children tested for hearing, 3 children had

abnormal tests. Of the 3, 2 were evaluated and treated and 1 required follow-up. Of the 192 children tested for vision, 6 children had abnormal tests. Of the 6, 4 were evaluated and treated and 2 required follow-up. Of the 119 urine tests administered, 1 child having an abnormal test was evaluated and treated.

DENTAL SCREENING PROGRAM

The dental screening was administered by the County Health Department hygienists. The Director of the Bureau of Dental Health of the County Health Department acted as director of the total dental program. Treatment was arranged with private dentists whose offices were located in the area near the school. A few parents refused to give permission as they had their own family dentist; however, there was no confirmation by these parents that dental care had been completed. As a result, these were included in the "number still requiring treatment" as illustrated in Table 4. The dental treatment of 5 children had to be discontinued because they were uncooperative in the dental chair. The dental screening examinations and treatment provided to children in the Program are illustrated in Table 4.

TABLE 4.-- The Number of Dental Examinations, of Cavities, of Children Treated and of Children Requiring Treatment or Follow-Up

Category	Number
Children examined	198
Children with cavities or other diseases	99
Children treated	88
Children requiring treatment or follow-up	11

Of the 198 children examined, 99 were in need of treatment. Of the 99 children, 88 were treated; 11 children still require treatment or follow-up.

IMMUNIZATIONS

The number and the types of immunizations which were recorded on the health records of children in the Follow Through Program are illustrated in Table 5.

TABLE 5.-- The Number and the Types of Immunizations Recorded on the Health Records of Children and the Number Incomplete and/or with Unknown Status

Category	Number Recorded on Health Records	Number Incomplete	Number with Unknown Status
DPT (Diphtheria, Pertussin, Tetanus)	168	16	
Polio	173	50	
Smallpox	219	4	3
Measles	65	72	2

The differences in the number of the children categorized in the different categories of immunizations were due to the following reasons: 1) a lack of properly signed records which parents had been unable to produce; 2) a number of children who were under the care of a private physician but lacking immunization records; 3) a number of parents of children in the Follow Through Program preferred not to have their children immunized, and; 4) the children needing immunizations were given them at the clinics, but records were incomplete. However, the immunization program shall be followed up at the beginning of the school year, and children shall be scheduled into clinics as soon as possible.

SUMMARY

There were several areas in which improvements had been made in the 1968-1969 health program as compared with the program the previous year. The most outstanding area was that plans were made to offer a physical examination to all children in the Program. This was accomplished in two of the three schools having the Follow Through Program. The children in the third school will have physical examinations early in the 1969-1970 school year. Because of inadequate space in the schools, the mobile health unit was used for the physical examinations. Mothers of the children in the Program volunteered as helpers.

Another area of improvement was that more emphasis was placed upon recording medical data on the school records. However, the success of this varied from school to school, and there is still a need for improvement in this area.

In addition, approximately 90 per cent of the children with dental problems had completed the necessary treatment as compared with 67 per cent of the children completing necessary treatment the previous year.

Also, there was a more complete history of the immunizations which children had received prior to the program; this enabled the staff to determine the needs of the children more readily than the previous year. Because the clinics could not be scheduled earlier in the year, the remaining children needing immunizations will be followed up early in the 1969-1970 school year.

RECOMMENDATIONS

It is recommended that continued efforts need to be made to improve the services of the medical program. The screening tests and physical

examinations should be conducted early in the school year in order that referrals for medical problems and immunizations can be completed at an earlier date.

Unfortunately, because of heavy case loads, the public health nurses assigned to the Follow Through schools were able to schedule only about one day a month in the school and were on call for emergencies. One school had no nurse assigned after October. Emergencies were directed to a Supervisor in the Bureau of Nursing Service at the County Health Department.

Thus, there appears to be a definite need for an individual in each school who would be responsible for the total school health program. In view of this need for and lack of adequate school staff, consideration should be given to adding a health oriented person to the Follow Through Staff. With adequate orientation and guidance, a non-professional or para-medical person could assume the duties and reponsibilities.

PARENT EDUCATION PROGRAM

The parent helpers of the Follow Through Parent Education Program met once weekly during the 1968-1969 school year for in-service training which was conducted by the project administrator. The focus at these meetings was upon improving skill in handling a group activity. Emphasis was given to methods and techniques for stimulating interest in the parents so as to obtain maximum parent participation. Procedures used at the in-service meetings were suggested to the parent helpers for use with their community groups such as the sample device reproduced below:

I. We are anxious to have as many parents as possible participate in our parent meetings-----
II. At our parent meetings we try to provide activities which will be of benefit to you-----
III. Our parent meetings are interesting and worthwhile, but we think that they can be improved-----
IV. We need your help-----
V. Following is a partial listing of activities which we (hope; think; know;) you will find interesting and helpful-----
VI. The following list of activities is only suggestive. We hope that you will list additional ideas which you would like too----

After rating the items, parent helpers discussed the choices and gave reasons why item IV (which received the highest rating) seemed to be the best choice as the beginning statement on a flyer to be sent home. Similarly, discussions were initiated at the parent helper meetings in areas of concern suggested by the parents. Plans were made for using the suggestions as the nucleus for parent meetings. Parents were interested in the following:

a. Learning to do comparison shopping
b. Learning to plan more nutritious meals
c. Learning about dieting - i.e., low cost, low calorie, low cholesterol meals, also, simple exercises for weight reduction and weight control
d. Learning to improve personal appearance; good grooming, correct clothing, hair styling, and make-up

e. Learning to do simple mending and repairing garments and equipment
f. Learning to sew, to use patterns, and to use certain tools and appliances
g. Learning simple first-aid techniques
h. Learning the basics of home-nursing
i. Learning about child growth and development and about the social adjustment patterns and problems of young children
j. Learning techniques for working with children at home
k. Becoming more informed regarding the on-going program of the school, specifically the aims, procedures, methods, and materials used in the Follow Through Program
l. Becoming more informed regarding community agencies, services and affairs
m. Becoming more intelligent in the use of community facilities, agencies and services

The following information, which summarizes the Parent Education Program, has been compiled from the three Follow Through school communities. Specifically, the information is based upon the following sources:

Parent Meetings
Home Visits
Telephone Contacts

Parent helpers worked with individuals within the home and with larger groups in designated meeting places. Each family was visited initially by the parent helper in order to become acquainted, to explain the objectives of the Parent Education Program, and to determine the extent of future involvement with the family. Certain influential factors existed in each community such as:

Both parents working
One parent missing from the family
Aged or infirm family members in the home requiring constant care
Several pre-schoolers in the home
Mobility of the population in the target areas
Lack of an adequate meeting place (overcrowded schedule)
Indifference
Passivity
Hostility
In a few cases, upon the advice of the social worker, parent workers were asked not to visit the home.

Special emphasis during the year had been placed upon overcoming some of the negative influences in order to increase parent participation.

A fundamental premise in working with the parent groups was that everyone

is, to some extent, capable of improving his own condition and attitude. Parents were encouraged to return to school and to work toward high school diplomas. One parent, upon completion of our 12 hours credit home nursing course, applied and was accepted at the Prince George's County Community College. She is now working toward an Associate in Arts Degree in nursing. Another is planning to enter the College this fall.

Completion of this course has enabled 17 parents to qualify for aide jobs in hospitals, nursing homes, and in private homes where there are convalescents who require nursing care.

As a culminating activity, the parent groups joined to sponsor an exhibit at the final PAC meeting on June 2, 1969. Approximately 100 people attended, including representatives from the U. S. Office of Education. Refreshments served were made from new ideas or recipes learned in the food demonstration classes. Items on display included new, repaired and renovated suits, coats and dresses; wall plaques; television hassocks; sofa pillows; curler caddies; tissue caddies; hand-made flowers; draperies; bed spreads; floral centerpieces; detergent bottle vases; and pot holders.

The male parents have asked that they have a program structured somewhat along the lines of the female program. Plans are underway to hire a male parent helper and to secure a meeting place which may be equipped with tools and equipment, materials, and supplies which will be of interest to teenage boys and men.

Also, it has been recommended that the position of parent leader be left vacant and that we hire an additional parent helper. This will free an experienced parent helper to coordinate volunteer services, to investigate community agencies and available services for parents, and to do bulk purchasing. This experienced parent helper will be able to establish classes with teachers

with the help of the Red Cross, the Maryland University Home Extension Service and other such agencies. The parent helper has skill in conducting parent meetings and will be able to assist the new parent helpers, male and female, in this area.

PARENT ACTIVITIES

Because the parent meetings were designed to meet the needs of the parents of each school community, the purposes of the meetings, in some instances, varied from school to school. The types and the purposes of parent meetings conducted by the parent helpers, and the attendance of parents at the meetings are illustrated in Tables 5A, 6 and 7. Each table represents a different school. However, the schools are identified by letters - A through C.

TABLE 5A.-- The Type and the Purpose of Parent Meetings and the Number of Parents Attending Each Meeting of School "A"

TYPE OF MEETINGS	DATE	PURPOSE	NO. ATTENDING
Orientation	10/2/68	Explain Program	12
Activity	10/9/68	Make Teaching Aids	9
Activity	10/16/68	Complete Aids; Hair Grooming	6
Activity	10/23/68	Food Demonstration; Sewing	8
Discussion: Consultant CAC	10/30/68	Discussion - Model Cities	6
PAC	10/21/68	Discussion - Follow Through Program	8
Activity: Consultant	11/6/68	Hair Grooming; Flower Arranging	6
Activity	11/13/68	Sewing; Flower Arranging	8
Activity	11/18/68	Make Thanksgiving Centerpieces	8
Activity	11/20/68	Centerpieces; Discussion	7
Activity	11/27/68	Discussion; Begin Xmas Stockings	8
Activity	12/4/68	Christmas Stockings; Discussion	7
Activity: Consultant	12/11/68	Make Candy for Stockings	7
Activity	12/16/68	Finish Stockings	5
School Visit	12/18/68	Deliver Stockings	3
Class	1/8/69	Home Nursing	9
Class	1/16/69	Home Nursing	12
Class: Consultant	1/23/69	Home Nursing -Basic Food Groups	12
Class	1/29/69	Home Nursing	8
Consultant	2/5/69	Health Clinics -Birth Control	6
Class	2/12/69	Medication Treatment	8
Class	2/19/69	First Aid	11
Discussion	2/26/69	Make Plans for Exhibit and Trip	8
Activity	3/5/69	Arts and Crafts	4
Activity	3/12/69	Arts and Crafts	12
Activity	3/19/69	Arts and Crafts	4
Activity	3/26/69	Food Demonstration	6
Activity	4/2/69	Make Easter Decorations	6
Activity	4/16/69	Make Tissue Caddies and Flowers	6
Activity	4/23/69	Make Tissue Caddies and Sew	10
Activity and Discussion	5/7/69	Plan Trip; Work on Exhibit Items	8
Activity	5/13/69	Field Trip for Parents	10

There were 60 families of School "A" who had children in the Follow Through Program.

Thirty-two meetings were conducted during the school year. The mean attendance at the meetings was approximately 8 parents.

Among the major activities conducted at the meetings were the following: discussing the purposes of the Follow Through Program and the Model Cities Program; making teaching aids for the Follow Through classes; making holiday decorations for the home; participating in sewing classes, and; participating in the home nursing classes and in the arts and crafts classes.

TABLE 6.-- The Type and the Purpose of Parent Meetings and the Number of Parents Attending Each Meeting of School "B"

TYPE OF MEETINGS	DATE	PURPOSE	NO. ATTENDING
Orientation: Consultant	10/9/68	Explain Follow Through Program	10
Activity	10/13/68	Make Flannel Boards	6
Activity	10/21/68	Make Flannel Boards	2
Activity	10/30/68	Make Flannel Boards	5
Activity	11/8/68	Plan Xmas Stockings	4
Activity: Consultant	11/13/68	Discussion: Model Cities; Make Xmas Stockings	6
Activity	11/20/68	Make Thanksgiving Centerpieces	4
Activity: Discussion	12/4/68	Make Plans for New Year; Make Xmas Items	5
Activity: Discussion	12/19/68	Discuss Need for Lawyer; Make Xmas Stockings	6
Activity: Discussion	1/7/69	Sewing; Trying to Improve Attendance	2
Movie	1/13/69	Discuss Child Development	8
Class	1/27/69	Mending Old Clothes	6
Class	2/3/69	Sewing	4
Class	2/25/69	Sewing; Potholders	4
Activity	3/17/69	Selection of Coats at Follow Through Office	6
Class: Sewing	4/23/69	Making Plans for PAC Exhibit; Mending Clothing	4
Activity: Discussion	4/30/69	Plans for PAC Exhibit; Making Draperies and Spreads	5
Discussion	5/7/69	Planning for Field Trip	8
Discussion	5/13/69	Field Trip for Parents	10

Note: Fewer meetings were conducted by parent helpers at School "B" due to the lack of adequate meeting places and facilities.

There were 58 families of School "B" who had children in the Follow Through Program.

Nineteen meetings were conducted during the school year. Fewer meetings were conducted by parent helpers at School "B" due to the lack of adequate meeting places and facilities. The mean attendance at the meetings was approximately 6 parents.

Among the major activities conducted at the meetings were the following: discussing the purposes of the Follow Through Program and the Model Cities Program; making holiday decorations for the home; constructing flannel boards, and; mending clothing and making new items of clothing for the family and items for the home.

TABLE 7.-- The Type and the Purpose of Parent Meetings and the Number of Parents Attending Each Meeting of School "C"

TYPE OF MEETINGS	DATE	PURPOSE	NO. ATTENDING
Orientation: Consultant	10/10/68	Explain Follow Through Program	18
Activity: Consultant	10/15/68	Make Curler Caddies and Flannel Boards	11
Activity: Consultant	10/29/68	Discussion with Principal; Sewing	10
Activity	11/12/68	Make Flannel Boards and Purses; Start Recipe Book	5
Activity	11/19/68	Crafts and Handwork	10
Activity	12/3/68	Discussion; Make Xmas Stockings	6
Activity: Consultant	12/10/68	Discussion- Health; Make Xmas Stockings	7
Activity	12/17/68	Finish Xmas Stockings	9
Class: Discussion	1/7/69	Slimnastics; Plans for 1969	8
Class: Activity	1/14/69	Slimnastics; Food Demonstration	10
Class: Field Trip	1/21/69	Typing; Field Trip to Zayre	8
Class: Consultant	1/28/69	Typing; Discuss Follow Through with Helping Teacher	10
Class: Activity	2/4/69	Typing; Sewing; Nutrition	9 (one father)
Consultant	2/11/69	Penney's Home Consultant Gave Decorating Tips	18
Activity	2/12/69	Pattern Pinning and Cutting	3
Class	2/18/69	Family Living and Sex Education	6
Class	2/25/69	Film: Family Living and Sex Education	7
Class	2/26/69	Sewing	3
Class	3/13/69	Family Living and Sex Education	9
Class	3/5/69	Learn Stay-Stitching, Straight of Grain, etc.	6
Class: Consultant	3/11/69	Family Living - Discussion with Project Psychologist	8
Activity	3/18/69	Crafts; Food Demonstration	7
Activity	4/15/69	Crafts; Food Demonstration	7
Activity: Consultant	4/22/69	Self Improvement Session; Grooming	8
Activity: Consultant	4/29/69	Self Improvement Session; Grooming	7
Activity: Discussion	5/5/69	Organizing for PAC Exhibit	10
Activity: Discussion	5/12/69	Planning for Field Trip	9
Activity	5/13/69	Field Trip for Parents	11 (one Male)

There were 60 families of School "C" who had children in the Follow Through Program.

Twenty-eight meetings were conducted during the school year. The mean attendance at the meetings was approximately 9 parents.

Among the major activities conducted at the meetings were the following: discussing the purposes of the Follow Through Program; conducting classes in slimnastics, grooming, typing and in family living and sex education.

FAMILY SERVICES

The services provided and the contacts made by the parent helpers to the parents of children in the Follow Through Program are illustrated in Tables 8 through 13. The number of services provided and contacts made are for the total parent education program and are not illustrated by individual schools.

TABLE 8.-- The Cateogory and the Purpose of the Family Service, the Frequency of the Service and the Number of Children Receiving the Service

Category of Service	Purpose of Service	Frequency of the Service	Number of Children Receiving the Service
Baby Sitting	Baby sitters were provided at parent meetings and were provided for the parent field trip in order that parents could participate actively in the activities.	63	285

TABLE 9.-- The Category and the Purpose of the Family Service, the Number of Families with Children in the Follow Through Program and the Frequency of Telephone Contacts

Category of Service	Purpose of Service	Number of Families with Children in Follow Through Program	Number of Contacts		
			1-4	5-14	Over 15
Telephone Contacts	Parents were contacted to be reminded of meetings; to be informed about planned activities; to be encouraged to participate in activities; to have friendly chats.	178	21	28	129

TABLE 10.-- The Category and the Purpose of the Family Service, the Number of Families with Children in the Follow Through Program and the Frequency of Home Visits

Category of Service	Purpose of Service	Number of Families with Children in Follow Through Program	Number of Visits		
			1-4	5-9	Over 10
Home Visits	Parents were visited initially to be informed about the program. Subsequent visits were made to encourage participation in shopping trips; to chat informally; to keep parents informed; to help with home improvements.	178	80	46	52

TABLE 11.-- The Category and the Purpose of the Family Service, the Number of Trips and the Number of Parents Participating

Category of Service	Purpose of Service	Number of Trips	Number of Parents Participating
Field Trip	Field Trips were taken to provide enrichment activities for parents	3 (1 per school)	31

TABLE 12.-- The Category and the Purpose of the Activity and the Number of Parents Participating

Category of Service	Purpose of Service	Number of Parents Volunteering
Volunteers	The parents served as volunteers at the schools in order to aid in making teaching devices; to help with routine matters; to assist on field trips and with children during physical examinations.	32

The major services provided and the contacts made by the parent helpers to the parents of children in the Follow Through Program included the following: Baby sitting service was provided on 63 occasions and 285 children received the service in order that parents could participate actively in meetings, activities and field trips. One hundred seventy-eight families were contacted by telephone to be reminded of meetings; to be informed about planned activities; to be encouraged to participate in the activities. Of the 178 families, 21 were contacted less than 5 times; 28 were contacted less than 15 times, and; 129 were contacted 15 or more times. Parent helpers also made visits to the homes of Follow Through families. Of the 178 families, 80 were visited less than 5 times; 46 were visited less than 10 times, and; 52 were visited 10 or more times. In addition, parent helpers of each of the 3 schools planned and conducted a field trip for the parents; thirty-one parents participated in the trips.

Also, 32 parents served as volunteers at the schools. The parents assisted in making teaching devices; in helping with routine matters, and; in helping on field trips and with the children during their physical examinations.

ENRICHMENT ACTIVITIES

The field trips and visitations in which children in the Follow Through Program participated are illustrated in Table 13.

TABLE 13.-- Field Trips and Visitations Categorized by the Number of Children Participating

Activity Category	Total Number Participating
Zoo	133
Commerce Department	19
Washington Post Book Fair	39
Puppet Show	61
Arboretum	20
Oxon Hill Farm	78
Wheaton Regional Park	64
Enchanted Forest	65
Christmas Shopping	42
Smithsonian Institution	101
Museum of Natural History	22
Airport	22
Bakery	15
National Petland	19
Maryland University Farm	40
Ice Capades	40
Restaurant	3
Old McDonald's Farm	39
Tiny Tots Concert	117
Barnum and Bailey Circus	66
Live Theater	78
Clinton Regional Park	40
Construction Site	48
Fire Department	38
Supermarket	22
Police Department	25
Mount Vernon	35
Wax Museum	22
Washington Monument	29
Store Windows (Xmas)	82
Prince George's Plaza (Shopping)	42
John Cabin Recreational Park	19
Frito-Lay Potato Chip Plant	40
Apex Theatre	58
Flower Show	25
Porpoise Show	21
Santa Maria Tour	22
Regional Library	21
Magic Show	60

TEACHING DEVICES AND PERSONNEL

The teaching devices and personnel which were available to each Follow Through classroom and used regularly by the classroom teachers and aides were as follows:

TEACHING DEVICES

Television
DuKane A. V. Matic
Tape Recorder
Record Player
Recordings and Pictures
Listening Carrels
Typewriter
Projectors
Film/Filmstrips
Inter-Com
Weather Station (Outside)
Weather Calendar
Aquarium
Terrarium
Incubator
Match and Check
Posters
Multi-purpose Toys and Games
Children's Classics
Sand Tray
Modelling Clay
L.E.I.R. Materials
Peabody Language Kit
Ginn Reading Kit
Anecdotal Records
Number Line
Math Materials
Color Chart
Sounds We Hear

PERSONNEL

Librarian
Speech Therapist
Reading Specialist
Music Teacher
Physical Education Teacher
Psychologist
Social Worker
Case Aide
Community Helpers
Parent Volunteers

The Follow Through Program was offered in three of the elementary schools. Therefore, the field trips and visitations made by the children varied among the three schools. Thirty-nine different places were visited by the children during the 1968-1969 school year. The largest number of children attended and/or visited the following places: the zoo, the Smithsonian Institution, a Tiny Tots Concert, an Oxon Hill farm, a theater and department stores displaying Christmas decorations.

In addition, enrichment activities which focused upon special occasions and/or holidays were conducted by each of the schools. These included Halloween, Christmas, St. Valentine's Day, and Easter activities; also, there were shopping activities. One of the schools also conducted a "graduation" activity.

SUMMARY AND CONCLUSIONS

Summary

Findings from the Lee-Clark Reading Readiness Test revealed that children in three kindergarten classes in the Follow Through Program advanced on the average from a readiness grade equivalent of 0.6 on the pre-test to a readiness grade equivalent of 1.2 on the post-test. The findings revealed that children in three first grade classes in the Follow Through Program advanced on the average from a readiness grade equivalent of 1.4 on the pre-test to a readiness grade equivalent of 1.7 on the post-test.

In addition, findings from the Metropolitan Readiness Tests revealed that children in three kindergarten classes in the Follow Through Program advanced on the average from a "low normal" readiness status on the pre-test to an "average" readiness status on the post-test. The findings revealed that children in three first grade classes in the Follow Through Program advanced on the average from a "low normal" readiness status on the pre-test to a "high normal" readiness status on the post-test.

Analysis of the types of social services rendered to the children and the parents indicated that 1,848 persons benefited from these services. This was an increase of approximately 68 per cent as compared with the 1,097 persons who benefited from these services the previous year. Making visits to the homes of needy families, distributing new and used articles of clothing, participating in teacher-principal conferences, and contacting other County agencies to assist needy families were the major social services rendered to the persons in the Project Area.

Analysis of the types of health services rendered to the children indicated that the following services were provided: physical examinations, vision and hearing screening examinations, T B Tine Testing, urine testing, and dental examinations. When necessary, referrals were made, and follow-up treatment was provided. In addition, needed immunizations were given at the physical examination clinics; those children who were not immunized shall be scheduled into clinics early in the 1969-1970 school year.

Analysis of the Parent Education Program indicated that more services were provided to families during the 1968-1969 school year than during the 1967-1968 school year. Of the 178 families with children in the Follow Through Program, 63 families received the services of babysitters at parent meetings and the parent field trip in order that parents could participate actively in the activities. Of the 178, 129 were contacted by telephone 15 or more times; 28 were contacted 5 to 14 times, and; 21 were contacted 1 to 4 times. Of the 178 families, 52 were visited in their homes upon 10 or more occasions by the parent helpers; 46 were visited 5 to 9 times, and; 80 were visited 1 to 4 times. Of the 178 families, 31 parents participated in the field trip. Thirty-two parents served as volunteers at the schools.

In addition, group meetings and classes were conducted in clothing construction and alterations, home nursing, grooming, typing, arts and crafts, family living and sex education.

Analysis of the types of psychological services rendered to the children, their parents and the staff of the Follow Through Program indicated that the following services were provided: observing children, screening children, referring children for evaluation, serving as resource person regarding child development and behavior, participating in meetings and conferences, conducting research regarding community resources and consulting with specialized personnel.

CONCLUSIONS

On the basis of the data collected, the following conclusions have been reached about the Follow Through Program.

- The kindergarten children displayed an average increase of 6 months on the Lee-Clark Reading Readiness Test, and the first grade children displayed an average increase of 3 months.

- The kindergarten children advanced from a "low normal" readiness status to an "average" readiness status on the Metropolitan Readiness Tests, and the first grade children advanced from a "low normal" readiness status to a "high normal" readiness status.

- Many children and adults received and benefited from the health services which were available to the children in the Program.

- Many children and adults received social services which were successful in bringing about positive changes in them.

- The children benefited from receiving more individual attention in the classroom.

- The children benefited from the trips and activities which broadened their experiences and which they probably would not have had if they had not been enrolled in the Program.

- The adults and their families benefited from the activities and classes provided by the Program and which they probably would not have had if they had not participated actively in the Parent Education Program.

RECOMMENDATIONS

Upon the basis of the findings and upon the conclusions drawn from the evaluation, consideration of the following is recommended.

- To make provisions for adding a health oriented person to the staff in order to improve the health services offered to children.
- To make provisions for adding a psychologist on a full-time basis.
- To make provisions for the continuous recruitment of parents for the Parent Education Program.
- To communicate early with the University awarded the national evaluation contract in an attempt to expedite receiving testing materials.